



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

400 N. Second Avenue, Tucson, AZ 85705

Tucson Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Abel Morado
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : edweb.tusd.k12.az.us/thms
 Phone Number : (520) 225-5000
 Fax Number : (520) 225-5221
 E-mail : abel.morado@tusd1.org

Mission

The Tucson High Magnet School faculty, administration and support staff encourage the acceptance of diversity and promote the development or responsibility in an academic environment that enhances students'ability to become lifelong learners.

School / Academic Goals

- ü Problem Solving Across the Curriculum Goal: All students will be able to identify resources, develop a strategy and successfully implement a problem-solving plan.
- ü Diversity Appreciation Goal: All students will understand similarities and differences among cultures.

Enrollment

October 1, 2005 School Year Student Enrollment : 2888
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Advanced Placement
- ü Gifted and Talented Programs
- ü Bilingual Programs
- ü On-site Exceptional Education
- ü Concurrent Credit Course Offerings
- ü Visual & Performing Arts
- ü Science, Math and Technology
- ü AIMS Math and English Prep Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Teacher calls home on unexcused absences; provide transportation for those not on bus line; mail home progress/report cards; 1 Open House; 2 Parent/Teacher Conferences; notify parents of school activities from principal; Shared Decision Making (Site Council).

Parents

Parents call school when students are absent. Parents sign teacher letter indicating rules & expectations. Parent Volunteer Program. Parents may help monitor campus. The PTSA & Badger Foundation provide opportunities for parents to support students. Parents can also take part in Shared Decision Making (Site Council).

Transportation Policy

If on city bus line, students get a monthly pass. If not, the district provides school bus transportation. Because TMHS is a magnet school, our attendance boundaries align with TUSD boundaries. Afterschool activity buses are also provided.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Legislative Latino Caucus/Cesar Chavez Scholars	2005
ü National Merit Scholarship Semifinalists	2005
ü College Board National Hispanic Recognition Program	2006
ü College Board Advanced Placement Scholar Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	648	3907	71130	93	93	95	699	701	701	20	23	23	16	13	13	53	51	51	12	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	331	1942	35465	94	95	96	697	702	702	22	21	21	17	14	13	50	52	53	11	13	13
Male	317	1965	35648	92	92	94	701	700	701	17	25	24	14	12	12	56	50	50	13	14	14
African American	37	290	3868	95	98	95	695	679	686	22	40	33	11	14	17	59	41	45	8	4	6
Hispanic	385	1807	25103	90	93	95	687	688	685	27	31	34	19	16	16	48	47	45	5	6	5
Asian/Pacific Islander	15	134	1805	100	98	98	727	727	731	NA	10	9	7	5	7	67	53	50	27	31	34
American Indian/Alaskan Native	23	115	4241	100	86	90	690	681	679	35	44	39	13	10	19	43	40	39	9	6	3
White	188	1560	36075	97	93	95	723	719	715	3	10	12	10	9	9	62	58	58	24	22	21
Students with Disabilities	28	361	5862	41	65	71	678	659	658	29	63	63	18	14	15	54	22	20	NA	1	2
Students without Disabilities	620	3546	65268	99	98	98	700	704	705	19	19	19	16	12	12	53	54	54	12	14	15
Limited English Proficient Students	48	353	4859	80	89	93	663	658	662	69	70	64	8	10	15	23	19	20	NA	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	223	1325	22957	91	91	93	688	684	685	27	36	34	21	17	17	47	42	44	5	5	5
Non-Economically Disadvantaged	425	2582	48173	95	95	96	705	710	709	16	17	17	13	10	11	56	55	55	15	17	18

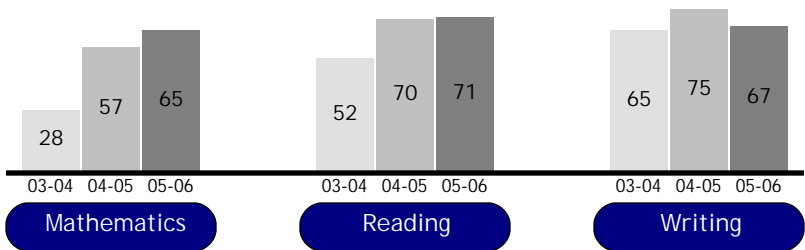
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	702	4113	73018	99	96	97	702	699	703	4	7	6	25	26	23	62	60	64	9	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	351	2019	36181	98	97	97	704	704	708	3	5	4	25	23	21	62	63	65	10	9	9
Male	351	2093	36816	99	95	96	699	693	699	5	9	7	25	28	24	62	57	62	8	6	7
African American	39	302	3976	98	99	96	691	677	689	8	16	8	23	32	29	69	50	59	NA	2	3
Hispanic	431	1900	25801	99	96	96	685	683	683	6	9	10	34	34	34	58	53	53	3	3	3
Asian/Pacific Islander	15	137	1812	100	99	98	738	720	722	NA	2	3	13	18	15	60	66	66	27	14	16
American Indian/Alaskan Native	22	128	4389	96	91	93	693	678	675	NA	6	9	32	46	42	64	45	47	5	2	1
White	195	1646	37024	98	96	97	738	720	721	1	3	2	6	14	12	70	69	73	23	14	13
Students with Disabilities	69	530	7170	99	93	85	653	652	654	19	24	23	45	48	47	33	27	29	3	1	1
Students without Disabilities	633	3583	65848	99	97	98	706	705	708	3	4	4	23	22	20	65	64	67	9	9	9
Limited English Proficient Students	58	379	5099	97	93	95	640	636	641	24	34	29	62	55	59	12	11	12	2	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	249	1425	23912	98	94	94	684	677	681	5	11	10	39	39	36	55	47	52	2	2	2
Non-Economically Disadvantaged	453	2688	49106	99	98	98	711	710	714	4	5	4	18	19	16	66	66	69	13	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	700	4094	72810	99	96	96	687	681	685	5	7	6	27	32	30	60	55	58	7	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	351	1999	36111	98	96	97	696	694	695	4	4	4	21	25	23	66	63	65	10	8	8
Male	349	2094	36678	99	96	95	677	670	674	7	10	9	34	40	36	55	47	52	4	3	3
African American	40	300	3962	100	99	96	677	660	675	10	18	8	28	30	33	60	50	55	3	2	3
Hispanic	429	1889	25735	99	95	96	678	672	669	7	9	10	34	39	41	57	49	48	3	3	2
Asian/Pacific Islander	15	137	1809	100	99	97	717	698	704	NA	4	4	20	22	19	53	60	65	27	14	13
American Indian/Alaskan Native	22	126	4370	96	89	92	692	674	670	NA	6	9	27	46	39	73	47	50	NA	2	2
White	194	1642	36915	98	96	97	705	696	697	3	4	3	13	25	21	68	62	67	16	10	8
Students with Disabilities	68	521	7071	97	91	84	631	631	634	26	25	24	44	56	53	26	17	21	3	1	1
Students without Disabilities	632	3573	65739	99	96	98	692	688	689	3	5	4	26	29	27	64	60	62	7	6	6
Limited English Proficient Students	55	368	5046	92	90	94	614	612	621	31	36	31	62	57	56	5	7	12	2	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	246	1407	23814	97	93	94	673	664	667	8	11	10	37	43	41	52	44	47	2	1	2
Non-Economically Disadvantaged	454	2687	48996	99	98	97	694	690	693	4	5	4	22	27	24	65	60	64	9	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	35	NA	42	90	51	48	51	98	50	48	52
	Language	89	35	37	42	90	49	46	50	98	48	46	50
	Mathematics	91	55	57	63	90	46	46	50	98	44	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Management Issues
- Ü School Climate Improvement
- Ü Communication
- Ü Student Achievement
- Ü Planning and Assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	169.00
Other Professional Staff	16.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	6	0	0
4 to 6 years	9	5	0	0
7 to 9 years	7	13	0	0
10 or more years	41	85	5	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	546
Teachers with Emergency Certification.	14
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 24 Computer Labs & take home computers
- Ü Auditorium/Main Bldg on Historic Regis.
- Ü State of the Art Science Labs
- Ü Three Theaters

Extracurricular Activities

- Ü Southern Arizona Regional Science Fair
- Ü Student Ambassadors
- Ü Interscholastics Sports/Arts Clubs
- Ü APEX/MESA
- Ü Academic Decathlon
- Ü National Honor Society
- Ü DECA
- Ü Folklorico, Steel Drums, Pom Lne, Choir

Social Services

- Ü THMS Clothing Bank
- Ü Youth On Their Own
- Ü Group Counseling Support
- Ü Community Representatives
- Ü School Liaison
- Ü Dropout Prevention
- Ü Truancy Officer
- Ü Mentoring Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Scholarships awarded to seniors totaled \$5,500,000.00 many scholarships include Spirit of Discovery, President's Award for Excellence, Provost, President Scholarships, Medallion of Merit, Maroon & Gold, Arizona Scholars Awards, Stanford, Harvard.
- ü Student Awards: President's Award for Excellence, Minority Student Achievement, Southern AZ Regional Science & Engineering Fair, Military Appointment to the U.S. Military Academy at Westpoint, National Hispanic Merit, Pepperdine, Cornell and more.
- ü Over 83% of Tucson High students further their education by attending a secondary college. 33% attend a 4 year college and 50% attend a community college.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	97	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

THMS boasts a security force of 6 administrators, 3 campus monitors, 3 school security agents, 5 campus monitor liaisons, 1/2 time SRO and a full-time on-campus Probation Officer. The security agents are bicycle-mobile, trained by TPD.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

66

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jim Freeh and Pam Hennessy	(520) 225-5000
Transportation Policy	Frank Moraga	(520) 225-5007
Community Resources	Dr. Abel Morado	(520) 225-5004
School Nutrition Programs	Tim Smith	(520) 225-5328
Parent Organization	Kathy Janssen and Monique Young	(520) 795-7960
Student Health/Nurse	Patricia Ward	(520) 225-5017

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 2948 Copies = \$860.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.